



Redesign Plan

Mildred C. Wells Preparatory Academy

Mildred C. Wells Preparatory Academy

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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Priority School Assurances

Introduction.....	8
Priority School Assurances.....	9

Operational Flexibility Assurance

Introduction.....	11
Assurance of Operational Flexibility.....	12

Transformation Redesign Diagnostic

Introduction.....	15
PART A: REFORM TEAM PERSONNEL.....	16
PART B: TEACHING AND LEARNING PRIORITIES.....	17
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	19

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES.....	25
PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT.....	30
PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT.....	33

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Mildred C. Wells Academy is located in the city of Benton Harbor in Berrien County. The community of 10,000 has an African American population of 89% with a median income of \$17,500. Forty-three percent (43%) of the households in Benton Harbor are headed by a female householder with no husband present. The average household size is 2.77 and the average family size is 3.41. Benton Harbor borders the city of St. Joseph whose demographic composition is nearly opposite. The Benton Harbor Public School System has experienced significant economic and other challenges including a major exodus from the traditional public school system and a commensurate increase in school enrollment outside of the Benton Harbor Public School System.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The purpose of Mildred C. Wells academy is to build a safe academic environment where all students excel through creativity and respect. Mildred C. Wells Academy is a place where life long learners are developed. These objectives are accomplished through a variety of means including co-curricular activities that serve to support and encourage student involvement and participation. Parent involvement has increased significantly within the past year and has served to elevate the status of the academy in the eyes of the community.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

One of the most notable achievements of the academy has been the level of support and engagement from the parents over the past year. Parental involvement as well as student support of events sponsored by the academy reached record levels during the 2012-2013 academic year. Parent volunteering, and "drop-in-traffic" has increased exponentially due to a refocused and intentional effort on behalf of the school to elevate the parents' voice and involvement in school based events. During the 2013-2014 school year, MCWA saw an average increase in student performance on the EdPerformance test of 10%. Our goal is to continue this trend, increasing student achievement on EdPerformance, MEAP, and the state-wide performance exam that will replace MEAP.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The community "buzz" about the school has resulted in an unprecedented increase in enrollment from fall to spring. In fact, we have had to turn away some students due to class sizes. The school's reputation is clearly growing.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		R/R Uploaded attachment MCWA Teacher Evaluation

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	MCWA School Leader's Evaluation	MCWA School Leader's Evaluation

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	No	No response is required for this Assurance.	

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	No	No response required for this Assurance.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	No required response for this Assurance.	

Redesign Plan

Mildred C. Wells Preparatory Academy

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes	Mildred C. Wells Academy is support by its Board of Directors, TLG management company and agrees to comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan.	ASSURANCES.pdf SKM_654e14111717050.pdf

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

PART A: REFORM TEAM PERSONNEL

Raymond Gant, Superintendent (RVP)

Raymond.Gant@leonagroup.com

Twonia Horne, Principal

Twonia.Horne@leonagroup.com

Jolene Brimage-Prosper, Instructional Coach

Jolene.Prosper@leonagroup.com

Sokhem Teng, Special Education Coordinator

Sokhom.Teng@leonagroup.com

Garland Echols, Behavior Support Interventionist

Garland.Echols@leonagroup.com

Cheryl Spencer, MSU Academic Outreach Specialist

spenc284@msu.edu

Mary Del Mariani, School Improvement Consultant, Berrien RESA

mary.delmariani@berrienresa.org

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

According to our data our students are not achieving at grade level in core subject areas. Therefore MCWA will focus on design and delivery of Tier I and Tier II instruction as one of our "big ideas" . Our second focus is climate and culture.

PART B: TEACHING AND LEARNING PRIORITIES

Based on our data dialogues, the Reform Team determined that in order to engage in rapid turnaround and improve student achievement at Mildred C. Wells Preparatory Academy we will be focusing on changing two major systems that impede student growth. Our two big ideas address Instructional Design and Delivery and Multi-Tiered System of Supports (MTSS).

After completing a data analysis of Scantron, DIBELS and MEAP data for the 2011-2012, 2012-2013, and 2013-2014 school years, the team determined that the overall downward trend in proficiency in all core content areas signified a weakness in our instructional model and a lack of implementation of best practice instructional strategies. MCWA's 2013-2014 MEAP data showed a range of 70-90% across grade 3 through 7 are not proficient in Math therefore indicating an instruction reform. However, our 2013-2014 MEAP data revealed a 5.65% increase over our proficiency target in Reading.

State what data were used to identify these ideas

The following data was used to identify these ideas

DIBELS reading

Scantron reading and math

Star reading

MEAP

Teacher assessments (formative and summative)

SWIS

Parent/teacher survey

Demographic data

Based on our data dialogues, the Reform Team determined that in order to engage in rapid turnaround and improve student achievement at Mildred C. Wells Preparatory Academy we will be focusing on changing two major systems that impede student growth. Our two big ideas address Instructional Design and Delivery and Multi-Tiered System of Supports (MTSS).

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PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

1A. Principal Replacement

Why did the board hire Twonia Horne? The Board hired Mrs. Twonia Horne because she has exemplified the attributes of a quality leader. Mrs. Horne has a vision and a clear picture of the steps that must occur to raise the academic achievement of ALL students who attend MCWA. Prior to becoming the principal, she spent 23 years supporting students to successfully acquire the educational process. Mrs. Horne was hired to the position of turnaround principal in August of 2014 through the interviewing and hiring process that was established by the Leona Group Corporation. She possesses an extensive knowledge of the teaching and learning process based on her experience as a highly effective classroom instructor. The school leader has focused on an early win and a big pay-off by:

1. Starting to build the capacity of her staff by creating a leadership team that focuses on the analysis of data, and its use to design and deliver instruction.
2. She and the leadership team analyzed the Scantron, DIBELS and MEAP data and determined that the current schedule was not sufficiently meeting the reading and writing needs of learners and modified the ELA instructional block from 60 to 90 minutes to increase the amount of time students spend focused on reading and writing. Staff members have been kept apprised of the forward direction of the building focus.
3. She hired an instructional coach to provide professional learning on the components of explicit instruction and how they increase student achievement when coupled with a safe and supportive climate and culture.
4. She has the intentional practice of being visible in the classroom and providing prompt feedback of best practices in education.
5. As the school leader, she has made sure to include the entire staff in the process of creating the "Reform/Redesign Plan's Big Ideas" of explicit instruction along with Climate and Culture.

1B: Build Leadership Capacity

Mildred C. Wells Academy's reform and redesign team will plan and work to build leadership capacity of the principal, teachers, and instructional staff as it addresses and focuses on the big idea of explicit instruction. As intended beneficiaries of the capacity building efforts, the school leader and staff will participate in various professional development, workshops, training and collaborative group sessions provided by The Leona Group and Berrien RESA ISD throughout the priority reform and redesign processes.

In addition, the district's leadership team will be trained through professional developments to funnel new information to the building teachers and staff by means of PLC's. Our district's curriculum coach will facilitate weekly PLC's and book studies on explicit instruction.

Andrews University student teachers and tutors along with local community allies will work together to build capacity through partnerships of the school's staff. Andrews University Professional student teams will assist classroom teachers through bi-weekly strategic planning with staff to review data and make decisions through effective dialogue and implementation of best practices.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50 % of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

2A: Teacher/Educator Evaluation

In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50 % of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

The Mildred C. Wells Academy has adopted a Teacher Evaluation Tool that is both School Board of Directors as well as Leona Group approved and adopted. Prior to the start of the school year, teachers are given a copy of their evaluation by the school leader for review, discussion, and acknowledgement of the term by a signature of acceptance. The following is the criterion:

- The Teacher Evaluation tool was adapted by Leona Management Group and disseminated to all school leaders for standardized use
- The MCWA Board of Directors reviewed and approved the multi-tiered evaluation and approved it for use by every teacher
- 40% individual student growth to be achieved by 2015-2016
- 50% measureable student achievement growth by 2015-2016
- Pre and post Scantron data, and other school approved data usage for 3 consecutive school years

Note: This plan has been presented and discussed with all staff and MCWA Board of Directors. The evaluation tool includes student achievement and growth as a significant factor, 50%, in the teacher evaluation (see attached).

2B: Leader/Administrator Evaluation

The Mildred C. Wells Academy has adopted the MCWA School Leader Evaluation Tool that is both School Board of Directors as well as Leona Group approved and adopted. The following is the criterion:

- The MCWA School Leader Evaluation tool was developed in 2014 by the Leona Management Group
- The MCWA Board of Director reviewed and approved the evaluation and approved it for observational use
- During the 2015-2016 school years, the performance of school leader at MCWA will be compared to the local K-7 school leadership.
- Legal and local requirements were discussed with the board
- Building leadership has to be in the 10th percentile from the top to bottom
- School leadership effectiveness is based on Scantron data and other local and standardized assessments
- Quantitative metrics (180 points) will be based on classroom growth, artifacts, overall school growth.

(See attachment)

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

3A: Reward Process

Incentives have been established for the school leader, teachers and paraprofessionals as follows:

- Merit pay given in the fall of each new school year and based on the following:

- o student achievement

- o school budget

- o participation in extra-curricular activities

- o volunteer activities

- o evaluation criteria

- Teacher of the month acknowledgments

- Spa day

- Parking spot Awards

- Gas cards

- Personal School-owned computers

- Weekend away

3B: Removal Process

In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

The MCWA District implements the same metric system for the removal of ineffective educators and leaders as it does the reward system for effective teachers. MCWA school district utilizes The Leona Group (TLG) Teacher Evaluation Tool (see Teacher Comprehensive Evaluation Tool Appendix E) is designed to identify educators who have not positively contributed to increased student achievement. The school administration is provided with basic training on how to use the tool and make certain that educators have reviewed the presented, discussed, and signed agreement that they have received the information. Each teacher signs off on one and receives a copy of the evaluation and rubric.

The school leader and coaches at Mildred C. Wells have put in place a Corrective Action Plan as a means to improve the instructional performance. (see Corrective Action Plan Appendix F). Before any termination decisions are made, administration reviews all documentation and evidence of supports before final termination. The teacher improvement plan includes, but is not limited to: more frequent observations, feedback and modeling from instructional coaches, teacher observations in other classrooms, more frequent mentor observation with feedback and modeling, professional development opportunities outside MCWA and increased progress monitoring. Interventions times and types will vary according to the need of the individual teacher. The following outcomes may be expected from the CAP:

Redesign Plan

Mildred C. Wells Preparatory Academy

the teacher may be taken off of the plan

the plan will be revised based on need

disciplinary action up to and including termination if no improvement is demonstrated

Educators and leaders will be supported through professional development and is based on need. Cluster leaders and coaches provide support through coaching and modeling. Experienced teachers from within the district may be paid a stipend to mentor new teachers put on a CAP. These actions take place within a transparent, universal monitoring process which also includes a rubric that is shared with staff. Included in the rubric that outlines the demonstrated goals, sources of evidence and whether or not the goal was met. The school leader and administrative team is responsible to follow up and attend all leadership and coach meeting held by TLG or additional outside sources for training.

Gather and identify professional practices through walkthrough observations

- Testing student (data) progress monitoring
- Formal evaluations
- Lack of instructional practice
- Following the building mandated practices
- Informal evaluations

Support to ineffective teachers will include:

- Professional training
- Peer coaching
- Classroom shadowing
- Extra time with the instructional coach
- Feedback on an area of focus
- Timely feedback

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

4A. Qualities of Professional learning (PL) Program

During the 2015-2016 school year, the Mildred C. Wells Academy (MCWA) Staff will be afforded ongoing, high quality; job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served) as follows:

Professional Development

Explicit Instruction

Professional Learning Communities

Redesign Plan

Mildred C. Wells Preparatory Academy

Data Curriculum Mapping

PBIS {Positive Behaviors Interventions and Supports}

MTSS (Multi-tiered Systems of Support)

How it supports the "Big Ideas"

- Proven research methodology to increase achievement for ALL students
- Formal process to facilitate collaboration to analyze student work, data, and strategy implementation
- Use data to drive and inform instruction.
- Connects with Explicit Instruction as the "Big Idea" because it provides the foundation for the design and delivery of instruction
- Unpacking the curriculum provides explicit breakdown of for design and delivery of instruction.
- Design and delivery of Common Core
- Observe the influence of: feedback, prior cognitive ability, instructional quality, direct instruction, and remediation in the culture and climate of the MCWA environment to result in improving student achievement.

Job Embedded

- Monthly readings from "Explicit Instruction: Effective & Efficient Teaching", Model the implementation of the New Lesson Plan Template and Think, Pair, and Model the 16 components of Explicit instruction.
- Weekly PLC's will occur so that teachers can observe and evaluate and provide feedback of student work and speak to implementation of strategies on principles of Explicit Instruction.
- On a weekly basis, the school's data team will use data to determine school-wide instructional effectiveness along with grade and school-wide interventions.
- On a weekly basis, require that teachers share and model additional segments of the curriculum at staff meetings and during PLCs.
- Monthly lessons created by staff for implementation

Plan for Monitoring

- Feedback from classroom observation, lesson design, delivery and student outcomes on teacher formative assessments and on school-based and state tests
- Data walls
- Teachers will provide "next steps" responses and goals to measure instructional effectiveness.
- Create a forum of teachers-teaching-teachers.
- The administration team will meet on a weekly basis with the Curriculum Coach to review data usage.
- Curriculum Coach will provide weekly monitoring.
- Co-teaching apprenticeship
- Teacher plan
- Walk-Throughs
- SWIS Data
- RTI

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

5A. Requirement and Assignment

Mildred C. Wells Academy's district process for recruiting quality staff will consist of building and maintaining good working relationships with local universities, Andrews University and Western Michigan University Southwest Campus, to work cooperatively with these teacher training institutions to advertise and attract new teachers in the district. As a part of the recruitment process, the district will utilize MCWA's website, social media, professional networking, and community newspaper advertisement venues to post vacancies for highly qualified teacher.

Mildred C. Wells Academy's management company, The Leona Group (TGL), will support our efforts to recruit talent through targeted marketing advertisements of our school and employment opportunities.

5B. Retention

The district's plan to retain teachers will be based on our school's annual budget based on enrollment. Incentives for retaining effective teachers will be implemented in the form of yearly bonuses as in past practices. Our plan will also allow yearly bonuses for teachers considered highly effective as indicated in our teacher evaluation criteria. Ongoing professional development to improve the teacher effectiveness and instructional best practices. In addition, having first-year teachers attend New Teacher Academy provided by The Leona Group, Berrien RESA, and outside professional development opportunistic. The district hired a new curriculum coach which will help develop and enhance the skill set of teachers.

We are aware and have hired highly qualified staff as a means to meet the needs of students. MCWA has recruited a new curriculum coach, an experienced Title I teacher with both teaching and administration ability. We also have in place a behavioral support interventionist and a resource specialists, and will explore the need for a part-time social worker as an additional support system for students.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

6A. Process for Selecting Instructional Program

6A.1. The MCWA reform team met with Academy Outreach Specialist, Cheryl Spencer, Michigan State University to review and analyze multiple data sources and the MEAP to gain an understanding of how MCWA in Southwest Michigan became identified as a Priority School by the Michigan Department of Education. This data analysis identified a spiraling decline in proficiency rates for all students in Social Studies, Science, Math and Writing and across all student groups.

- Social Studies: 66.6% of students who took 6th grade MEAP scored proficient to partially proficient levels. 13.3% proficient 53.3% partially proficient

- Science: 0% proficiency in all student groups

- Math: Proficiency decline ranging from 3.6% in grade 3 to 9.1% in grade 7 Writing: 6% of all students who took the 2013-2014 MEAP Assessment

- Writing MEAP in 2013-2014 scored a proficient level.

- 68% of all students who took Writing MEAP in 2013-2014. Scored partially proficiency

- Math: Non-proficiency rates ranging from 73.3% in grade 6 to 90.9 in grade 7

6A.2 The school improvement team met and reviewed a variety of data resources that included:

- MEAP 2013-2014

- Scantron 2013-2014

- DIBELS

- Perception Survey 2013

- Parent-Student-Teacher Climate Data

- SWIS (Behavior Data)

- Teacher Assessment

- Power School Grades

- walk through observation

After looking at the 2013-2014 MEAP data, the school opted to focus on two Big Ideas. The first Big Idea of Instructional design and delivery was selected due to the fact that the proficiency levels across all grade levels were less than proficient. We further determined that

Redesign Plan

Mildred C. Wells Preparatory Academy

instructional strategies were implemented inconsistently from grade-to-grade based on current grading practices, unaligned curriculum noted in instructional and observational walkthroughs. In addition, there was a general lack of the implementation of best practices based on the standardized common core requirements by the state.

6A.3 MCWA's school's data report for 2013-2014 was indicative of a need to address cultural and ethnic proficiency. It indicated that there is a significant cultural and ethnic disparity between the primary instructors and students. In addition to such disparities, MCWA has experienced high teacher turnover rate among first year teachers during mid-year of the 2012-2014 school years. MCWA's school-wide PBIS support from grade to grade was not implemented with fidelity.

According to the data report, teacher effectiveness has shown a decrease since 2011. Only 20% of teachers were considered "highly effective" during 2012-2013 school years. Historically and presently, MCWA's student body is comprised of over ninety percent of African Americans. Fifty-eight percent of the total 184 student population was African American males in the fall of 2014.

2013-2014 Student Demographics:

White-1.6%

Multi-ethnic 2.4%

Hispanic-.8%

African American 95.2

Teacher Demographics:

School Year	White Teachers	Black Teachers	Other
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2011-2012	7	2	
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2012-2013	6	3	
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2013-2014	6**	3*	
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2014-2015	7**	2*	1
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*Number of teachers quit during academic year

Since the inception of the academy, the school has maintained a high rate of free and reduced lunch counts and averages in the mid-to high 90%'s. According to data gathered from MISchoolData Report, the culture of learning has been impacted in the following areas:

Total Breakfast/Lunch Participation

2012-2013 97.1%

2013-2014 95.8%

Economically Disadvantaged Students

2012-2013 100%

2013-2014 94.6%

These underlying causes presented factors that reveal strong evidence as to why low achievement remains in comparison to instructional performance. This conclusion supports our second Big Idea of culture and climate.

Our school reflects Big Ideas in the following manner:

Based on our data analysis, it is clear that the underlying causes and factors that led to MCWPA's identification as a Priority School are systemic in nature. The current instructional program is not meeting the needs of our students, and our students are falling further and

further behind in proficiency levels in all content areas.

6B. Qualities of Instructional Program

6.B1. The instructional program will integrate the previously stated "Big Ideas" of Explicit Instruction and Culture & Climate. Explicit instruction at our school will focus on maximization of student achievement, common core state standards with rigor and intentionality. Additionally, the instructional redesign will utilize the 16 elements as outlined by the in depth outcomes of the researched conducted by Anita Archer & Charles Hughes, authors of "Effective and Efficient Teaching". We have selected this model because it supports instructional deliverables that are characterized by clear descriptions and demonstrations of a skill, followed by supported practice and timely feedback.

Our climate and culture approach will incorporate the Positive Behavior Intervention Support (PBIS) program, a school-wide discipline approach that include proactive strategies for defining, teaching, and supporting appropriate student behaviors.

6B2.3. Specific Teaching and Learning Strategies for School Wide Implementation:

- Explicit Instruction Model

- o Conduct a school-wide teacher book study in Explicit Instruction

- o Formal PD

- o Design a comprehensive Lesson Plan Template

- o Access Teacher's prior knowledge

- o Embedding strategies into regular PLC's

- Common Core Standards

- o Unpack the Kent County-4 Curriculum Map

- o Creating a grade-to-grade continuum

- o Implement Essential Skills to include career and college readiness

- Climate and Culture

- o Formal PD on Cultural Proficiency

- o Implement PBIS

- Analyze Data

- o Implement instructional learning cycle quarterly

- o Implement Professional Learning Communities to analyze student work, analyze data and make informed database dialogs and decisions.

B5. The Mildred C. Wells Preparatory Academy's 2014-2015 timeline of implementation of the instructional program is as follows:

- Aligning teacher lesson plans to result in deliberate and intentional quality teaching and learning. All instructional staff will participate in a book study implementing Anita Archer and Charles Hughes Methodologies of the 16 Elements of Explicit instruction. Based on MCWA's 2013-2014 MEAP results evidence by trending low student achievement across all grade levels, the school focused on direct instruction as a key focus.

MCWA's first year of Priority identification and planning phase (2014-2015) consists of targeted professional developments on Multi-tiered System of Support (MTSS) with the local school district's RESA ISD support team. By the end of the planning year, the instructional administration, coaches and staff, will implement with fidelity the three tiered system of support as it relates to MTSS. Students will be frequently assessed and growth measured and charted by tier instructor and Title 1 resource teacher. Students will be evaluated using evidenced based practices of Response to Intervention Strategies (RTI).

Redesign Plan

Mildred C. Wells Preparatory Academy

- By the end of the 2015-2016 school years, all teachers and instructional staff of MCWA will reflect 80% compliance of the District-wide Lesson Plan Infrastructure. Instructional strategies and essential elements of lesson plans will be reviewed and monitored through observations by school leader, instructional coach, and leadership team bi-weekly to ensure that varied models and methodologies of differentiation are aligned and executed with rigor and relevance across all grade levels. MCWA's leadership team and instructional staff will review student quarterly achievement quarterly data from 201-2016 Scantron, DIBELS, Star, and high stake assessments to gauge overall student growth gains. Based on the 2013-2014 MEAP,

- 2016-2017 will reflect 85% of incremental growth
- 2017-2018 will reflect 90% growth

Each MCWA Teacher will use the identified grade-level Power Standards which will be reflected in no less than 3.0% in incremental growth in student performance quarterly Achievement growth in 2015-2016 school year.

- 2016-2017 - no less than 3.5%
- 2017-2018 - no less than 4.8%

B7. The adult implementation of instructional practices will be evaluated

- Quarterly by the leader via EEP's by the school leader
- Bi-weekly by the instructional coach via walk through methodology

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

7. Individual student data is the foundation for driving instruction at MCWA. A data team will be created and responsible for the retrieval of all data types and use it to determine student achievement levels, to determine growth, lesson design and delivery. Additionally, the team will determine the need for interventions, strategies, and curriculum alignment. The data team will be responsible for creating a process-monitoring format by coaching teachers on how to use data to differentiate and implement Tier II and Tier III instruction. Data teams will meet weekly for one hour. Professional development will occur in the summer of 2015 based on Lyn Sharratt's research. The building staff will participate in a book study during the months of September-December, 2015. All teachers will be responsible for tracking student achievement through the use of a "Data Wall" in all core areas.

Formative and Summative Assessments

- DIBELS: Reconfigure student achievement groups based on student growth in order to provide differentiated instruction and interventions use to measure student growth. Timeline: September, January, April
- Scantron: A form of standardized assessment to identify student strengths and weakness in order to provide differentiated instruction to result in the setting of student goals. Timeline: September, January, April
- STAR Reading: Ongoing assessment of growth gains. Used to provide students and parents with feedback of academic growth. Timeline: September, January, April

Redesign Plan

Mildred C. Wells Preparatory Academy

- MEAP/Smarter Balanced: To achieve AYP Timeline: April
- Teacher-created Assessments: Timeline: Ongoing

*See uploaded attached file

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

8A: Increased Time for Core Subjects

- Increased time for ELA and Math from 60 to 90 minutes.
- The rationale was to allow students more time on task for independent practice
- Teacher time for Tier II instruction
- Research says, the more time students spend on a particular, the greater the probability for mastery.
- Reconfiguration of the schedule
- The old versus new schedule

8B: Time for Enrichment

- Students who reach mastery will engage in enrichment activities while small group instruction is administered to Tier II students. During that same time block, Tier III students will receive intervention.
- During enrichment (which is occurring during the same time block) students will move to the enrichment center and engage independently in a variety of opportunities: i.e.; Art and Scrapbooking. Enrichment is in addition to the regularly scheduled specials.
- The rationale is that it provides individualized attention based on need.
- Enrichment give additional time to master concepts
- It addressed variant learning styles and needs
- Provide differentiation

8C: Time for Professional Collaboration

- Reconfigured schedule allowing for an additional 45 minutes of PLC
- The installation of PLC hours amounts to 225 minutes
- Changes will lead to an increased student achievement because our school will collaborate and analyze data leading to informed decision making.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

9A: We believe at MCWA, that parental and community involvement influences student success. It is our intent to implement Joyce Epstein's model for parental and community involvement. The model has six components which include: parenting, communicating, volunteering, learning at home, decision making and collaborating with community. Currently, we engage parents and community using the following methods:

MCWA uses several strategies to engage families and community in the teaching and learning process. MCWA has a curriculum coach who holds three additional professional coaching credentials enabling our team to implement strategies and support services for attracting and engaging our community with our school.

Principal, teacher and Behavior Interventionists intend to work collaboratively to engage parents and families on a continual basis. Though the Behavior Interventionists are identified below, teachers and other school personnel are actively encouraged to involve themselves in each of the strategies below. The coaches will serve as liaison between the school and the home.

9B. Strategies to Engage Families and Community Members

Strategy: Curriculum Nights

MCWA will hold bi-annual curriculum night focusing on math and reading subjects of Tier II and Tier III students and as enrichment for all students. These nights are designed to expose families to the curriculum in a fun and engaging way and to provide parents with tools to help support student success in the home environment.

Timeline: October 2014 and March 2015

Responsible Person(s) Intervention Specialists Team, Behavior Interventionist, classroom teachers

Strategy: Hold Open House for students and parents

Timeline: Fall

Responsible Person(s) School Staff and Behavior Interventionist

Strategy: Establish parent resource center

Timeline: Ongoing

Responsible Person(s) Coordinator of Parent & Family Engagement, Behavior Interventionist

Strategy Homeless Liaison

Timeline: Ongoing

Responsible Person(s) Office Manager, Coordinator of Parent & Family Engagement, Behavior Interventionist

Strategy: Provide student recognitions (award assemblies, announcement shout-outs, phone calls, newsletters, notes home)

Timeline: Ongoing

Responsible Person(s) Staff, Parents, Teachers and Behavior Interventionist

Redesign Plan

Mildred C. Wells Preparatory Academy

Strategy: Communicate to parents and students through school's web pages

Timeline: Ongoing

Responsible Person(s) Staff

Strategy: Parent & Teacher Conferences

Timeline: Quarterly

Responsible Person(s): Teachers

Strategy: Parent-Teacher-Organization

Timeline: Monthly

Responsible Person(s): Staff and Families

Strategy: Family Activities: (Father-Daughter dance, Mother-son dance, Donuts for Dads)

Timeline: Spring

Responsible Person(s) Behavior Interventionist

Strategy: Partnerships with community links (Boys & Girls clubs, YMCA, The Salvation Army, the Box Factory, area churches and the Mosaic Cafe)

Timeline: Ongoing

Responsible Person(s): Coordinator of Parent & Family Engagement, Behavior Interventionist

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

10 A. As a single school district the Mildred C Wells Academy has the ability and opportunity to be flexible, and make decisions based on our staff and school population. in the use of staffing, time, professional learning and budget. The budget is set by our corporate management office and approved by the school board. If the need arises for additional funding there is a process in place to request additional funding to meet the ongoing operational needs of the school.

The school calendar, as required by the state, is and based on 180 days of student attendance. Additionally, we incorporate four professional development days for days. The Board members and Superintendent fully recognize the urgency of the Reform Plan and are committed to its success.

10. B.

Mildred C. Wells Academy is allowed great flexibility to make essential changes that improve student achievement. We are our own district and are chartered by Bay Mills Community College and managed by The Leona Group (TLG). Assistance and support is provided to the School leader and administration through Berrien RESA, MDE and technical support from a Title 1 Coordinator, RVP, Human Resources, Department and the Department of Academic Support.

The school leader serves as the principal and superintendent of MCWA which helps foster a direct relationship with the support provided for budgeting, staffing, time, schoolwide planning and selecting assessments by The Leona Group Corporate office. Our school has access to one on one support from the budget manager, grant director and Title one coordinators to allocate funds, hire personnel, purchase resources, assist in our Reform and Redesign efforts and balance the general budget. The Academy's authorizer, Bay Mills Community College, supports the school's flexibility and autonomy to implement the expectations for academics, finance, and board governance to a high level performance.

Bay Mills Community College and TLG delivers services through professional developments, updates on compliance issues, school improvement reform strategies, use of data, and collaboration with school leaders and instructional coaches to monitor growth or decline in student achievement. When budgets are submitted through MEGS, Jean Taraskiewicz offers feedback on the items needed for approval in Title funds.

However, the choice is ultimately made by the school leader who often meets with the Regional Vice President to discuss the daily operations, results of data, parent and staff concerns, building problems/leasing options and community relationships.

Mildred C. Wells Academy currently serves Kindergarten through seventh grade.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

11. External Technical Support

Berrien RESA will support the implementation of a multi-tiered system of support (MTSS) by providing a series of professional developments throughout the Redesign and Reform planning phase and beyond. Mildred C. Wells will participate in workshops offered by Berrien RESA. These workshops include a literacy series, math series called raising math mathematicians, new teacher academy, leadership academy, and student engagement series.

The Leona Group provides administrative support, training for leaders and coaches, ensuring compliance with all Federal and State requirements. The administrative and leadership teams meet once each month for workshops and job imbedded training in alignment with the Michigan Department of Education. (TLG) offers New Teacher Academy also provides technical support to all of their schools. The Leona Group (TLG) will ensure that data is collected and stored. (TLG) has designated a Regional Vice President (RVP) to help monitor and support the school.